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ABSTRACT

The book provides teachers, program directors, administrators, and parents involved in Spanish-English bilingual education programs with practical ideas to support the development of reading and writing programs in Spanish, using literacy approaches that are effective and empowering for Spanish-speaking children in American schools. It describes classroom activities, makes reference to Spanish children's literature that supports the suggested curriculum, and includes idea and checklists to help teachers organize and evaluate their Spanish literacy programs. An introductory chapter describes how two teachers introduce thematic units on animals, at kindergarten and fourth-grade levels, emphasizing either reading or writing. The second chapter explains two different views of the reading process and presents evidence supporting a socio-psycholinguistic approach. Different approaches to Spanish reading instruction are outlined and evaluated in two subsequent chapters, with positive alternatives offered for practices that are not effective. Writing development is discussed in chapters 5 and 6, one devoted to comparisons of English and Spanish spelling. The final chapter describes positive practices, suggests materials to support an enriched Spanish literacy program, and provides techniques for helping students move back and forth naturally between reading and writing in Spanish and English. (Contains 175 children's literature references and 94 professional references.) (MSE)

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